

IMPROVING STUDENTS' SPEAKING FLUENCY THROUGH THE IMPLEMENTATION OF TRIVIA-BASED ACTIVITY IN UNIVERSITY STUDENTS

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Abstract

This article describes a classroom action research held in speaking class through the implementation of trivia-based activity to improve the University students' speaking fluency and improve the classroom situation. The method used in the reasearch is collaborative classroom action research which was conducted in two cycles. Each cycle included four stages namely planning, implementing, observing and reflecting. The data that were obtained qualitatively and quantitatively show that through trivia-based activity could improve: (1) students' speaking fluency; (2) speaking classroom situation.

Keyword: Classroom action research, speaking fluency, trivia-based activity

Oral communication is the verbal and non-verbal interaction with an audience to communicate thoughts, information, and feelings. It is true in making good communication one must not only speak accurately but also fluently, in order to deliver the core of the meaning intended by the speaker. The accuracy of speaking can be used as the starting point, which can lead one to speak fluently. However, it must be noted down that the demand of fluency in speaking itself is the major problem for the learners of foreign language. In other words, to speak fluently and confidently in variety of situations is an important goal of any language department.

The goal of the research is improving the English Education Program students' speaking fluency level since the researcher believes that as English teacher to be, the students are able to speak accurately. However fluency comes as

new problem to be overcome. Now, the students live at a time where the ability to speak a second language fluently has become necessary, especially for those who want to advance in certain field of human endeavor. Fluency in speaking is known as the natural ability to speak spontaneously, quickly and comprehensibly with few numbers of errors that may distract the listener from the speaker's message; when accuracy is focus on the elements of phonology, grammar, and discourse in spoken output.

Generally, the problem faced dealing with fluency was when the learners speak to the others; the students tried to make the hearers understand about what they want to say. The writer found that the students tended to hesitate and fragmentary while speaking because of they have problems in retrieving the lexical items, encoding the grammatical form of their message and correcting their own output. This condition made the students speak hesitantly and fragmented, as mean that the frequency of pause filler such as "well", "mm", "ee" and also the production of dysfluency such as repetition, repair, restarts, and also prolongation will fluently fulfilled their talks.

The other aspect that affected the students' fluency in speaking was the habit in using Indonesian or Javanese term when they could not find appropriate English words. This phenomenon defined as pause fillers that usually occurred when they tried to express complex ideas. The next important aspect is the high frequency of silent pause that produced by the students. According to pretest analyzed by the researcher, there were so many silent pauses occurred when the students delivered their speech. The more silent pause produced means as the more fragmented and hesitant the speech delivered.

Another aspect that also affected the students' fluency in speaking was related with the type of activities provided by lecturer in the teaching and learning process. Lecturers need to be very careful in implementing and developing particular methodology including choosing the approach and technique to be implemented in teaching and learning process. Bygate (1987: viii), "Development in language teaching must depend on our ability to understand the effects of our methodology."

Ur (1996: 120), "Classroom activities that develop learners' ability to express themselves through speech would therefore seem an important component of a language course." Implementing and developing inappropriate approach, method, and technique in teaching and learning process may create some new problems. The students felt bored with the activities run in the classroom, most of them felt sleepy when the activities running, and finally, their motivation in following the lecturing activities decreased slowly. Ur (1996: p.120) also provides some characteristics of successful speaking activity:

1. Learners talk a lot. As much as possible of the period of time allotted to the activity in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
2. Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributors are fairly evenly distributed.
3. Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable of language accuracy.

From all of those explanations above, including the pre-observation, interview, and also the pre-test with some learners had been held before, the researcher then draw some points correlated with the students' speaking fluency problem, here they are: 1) Fragmented and halting utterances; 2) Hesitant in speaking; 3) The use of another language terms and laughter as gap fillers; 4) The use of non-specific linguistic vowel known as pause filler; 5) Students did not interested with the teaching activities; 6) Students have low motivation in joining the teaching and learning process; 7) Time given to the students to actively participate in the classroom were less (teacher centeredness); 8) Teacher gave monotonous technique

With a purpose to overcome the problem in English speaking fluency, the researcher interested to conduct a classroom action research that attempts to improve the students' speaking fluency through the implementation of trivia-based activities technique. There are some reasons for the researcher to use Trivia-

based activity, first, by its nature, trivia leads to the asking and answering / responding questions. Anderson & Lynch (1998, in Crawford, 2004) mentioned that, “To train learners to become effective communicators, listening and speaking must be seen as interdependent”. By questioning and responding will leads the learners into the use of listening and speaking as communicative strategy and for its interdependence that cannot be separated each other. Crawford (2004) also states, “Adapting trivia games such as those on TV for use in the classroom creating an exciting atmosphere where students listen attentively and are eager to respond.” It means that by its very simple format and for its popularity to be adapted in the teaching and learning activities in the classroom, it will create an exciting atmosphere that makes the learners actively participating.

Another reason is by questioning and responding, it means that the communication is focus only on the content of the message. Since it is only focus on getting meanings across using any available communicative resources, the learners have no reasons anymore to be afraid in making mistakes dealing with the choosing of appropriate vocabulary, the structure of the sentences, the correct grammar and phonology. Third, it deals mainly with fact; it introduces a wide range of topics into the classroom, which can lead the learners to a free interaction. It is one of the main reasons for the writer to choose trivia-based activity as the technique to improve students’ speaking fluency. Since trivia-based activity introduces a wide variety of topics, it can help them to develop a feel for what interests their learners.

The next reason in using trivia is where the learners can get a point when they get tired of talking about oneself. Switching the topics into trivia will avoid this situation and liven up the class. It is generally much easier to talk about oneself than other topics. Encouraging risk taking can also be accomplished by using trivia-based materials known as the next reason. Learners with low self-confidence in their language ability may have a great deal of confidence in their knowledge of history, politics, sports, music, etc. There will be a good chance for their confidence in their ability to communicate in the target language will increase, if they may be more willing to risk answering a question on one of the

topics they mastered well. Another reason of using trivia is it can be a very effective way to improve learners' language awareness.

Defining speaking fluency

Richards (2009, p.14) mentioned a definition about fluency, "natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence". The definition of fluency has the Latin origin meaning as "flow". It can be the same as other language define about fluency as flow or fluidity as stated by Kopponen and Riggensbach (2000, in Jamatlou, F.: 2011). And nowadays, the definition of fluency itself closer to simple definition of the term in applied linguistics also seem to share at least one feature resembling "fluidity".

Fillmore (in Richards, 1990: p.75) identifies four abilities that might be subsumed under the term fluency as follows:

"...the ability to fill time with talk...the ability to talk in coherent, reasoned and semantically dense sentences" showing "a mastery of the semantic and syntactic resources of the language"; "the ability to have appropriate things to say in a wide range of contexts"; and the ability to "be creative and imaginative...in language use."

The more present study about fluency adopting Lennon's (Jamatlou: 2011: p.11) that is fluency might be rapid, smooth, accurate, lucid, and efficient translation of thought or communicative intention into language under the temporal constraints of on-line processing. This earlier concept of fluency was acceptable by most of the teachers and researchers since they have to realize that fluency is different in nature from other components of oral proficiency such as range of vocabulary and complexity of syntax which are associated with linguistic knowledge of accuracy.

Overall, the researcher goes on the conclusion of being fluent in speaking can be defined as the natural ability to speak spontaneously as quickly, smoothly, accurately, lucid, efficient and comprehensibly with few number of

errors that may distract the listener from the speaker's message under the temporal constraints of online processing.

Assessing and Measuring Speaking Fluency

Overall, there are qualitative and quantitative assessments done by the recent studies provided by experts. In qualitative assessment, professional judge listener such as in a class of professional linguists, teachers or lecturers are needed to be the scorers or assessors. In quantitative, as part of overall evaluation, it offers the practical advantage that is more than just as parameters like completeness and correctness. However, the goal of this research is not provide the assessment of oral fluency qualitatively since more studies has been done related to this kind of assessment. The researcher focus on analyzing and evaluating the data collected quantitatively later it is described in details of each quantitative data taken. The goal is to measure the level of students' speaking fluency through the measurement of temporal variables, since in some previous researches as done by Kormos and Dennes (2004) and also Jamatlou (2011) have mentioned that temporal variables can be used as a tool to measure the second language learners' level of oral fluency.

The researcher limited the temporal variables into only 7 variables as follows: 1) Speech rate; 2) Articulation rate; 3) Phonation-time ratio; 4) Total number of silent pause per minute; 5) Mean length of silent pause; 6) Total number of pause filler per minute; 7) Total number of disfluencies per minute.

The Concept of Trivia-based Activity

Trivia tends to be defined as unimportant and useless details. As also stated, when two or more people sit together, having nothing important to do, they discuss trivia. Trivia is also defined as detailed information about a number of subjects, including history, sports, culture, politics, etc. Most often quiz competitions test your knowledge of trivia, that is, your knowledge of the details of history, current affairs, etc. The researcher defined trivia as piece of information or details, which deals mainly with fact that tends to be called as

general knowledge. However, according to some dictionaries' definition it is defined as unimportant or unnecessary, the writer concludes to take it as general knowledge.

Further, the definition of trivia-based activity is specific actions, movements or performance that learners virtually do in the classroom to achieve particular information deals with fact which related to general knowledge. Crawford (2004: p.14-16) provides some activities can be used for trivia-based activity; they are information gap activities, note-taking activities, student-produced quizzes, jigsaw readings, and cloze listening exercises. Crawford (2004) also states, "I understand that the examples of trivia-based activities that I have provided may not relevant for teachers working in different settings, or with learners with different levels." It means that teacher or lecturer may use different activities to be implemented in trivia-based activities. According to the statement mentioned before, the researcher limit the trivia-based activity into several activities as follows: 1) information gap activity; 2) jigsaw activity; 3) 4/3/2 activity; 4) trivia-based games; 5) brainstorming; 6) simulation; 7) oral presentation; 8) debate activity.

Trivia as a bridge to other activities

Teaching speaking or oral communication is teaching a skill! Therefore, the appropriate teaching style differs fundamentally from that required by many other disciplines where acquiring knowledge is the primary objective. In other words, the slogan must be, "Teach the language not about the language!" In order to develop this communication skill the students must be active, by not only mastering the theory but also having enough practices. Ur (1996: 120), "Classroom activities that develop learners' ability to express themselves through speech would therefore seem an important component of a language course." This means that learners not only listen to the teacher and repeat what the teacher says since one of the challenges in many second language teachers face is motivating the students to speak in the target language produced by the learners themselves.

It is more on giving chances to the learners to be actively participating by delivering their speeches.

Johnson and Johnson (in Crawford: 2004) states some standard form of trivia based activities can be considered as benefits in using it: 1) it emphasis on messages, or focusing on the meaning of what is being said rather than on the form; 2) trivia led to the widespread of information transfer and info gap activity that attempt students' attention on the content of language being used, so it can increase students' motivation and enable them to use the same psycholinguistic processes in the classroom that they would use to communicate outside the classroom; 3) trivia cite the risk taking encouragement that led the students develop communication strategies that essential for successful interaction outside of the classroom and for the development of self-confidence.

Crawford (2004: p.21) mentions some points as the benefits of teaching speaking using trivia: 1) by its very nature it lead students to the asking and answering questions; 2) it can be like a breath of fresh air since students can reach a point when they get tired of talking about themselves; switching the topic to trivia can help avoid the situation and liven up the class; 3) it introduce wide range of topics into the classroom which can lead into free conversation since in fact, sometimes the problem for a lecturer or teacher is simply not knowing about what students are interested in talking about. So by using trivia-based activities, it introduces wide range of topics so easier for the teacher or lecturer to find out about what interests the students.

Research Methodology

The type of the research conducted in this study was collaborated action research. It is a type of action research characterized by the focus on single class or several classes with common issues and the presence of substitute teachers. The subject were 10 University third semester students that studying at English Education Department in a Public University in Solo.

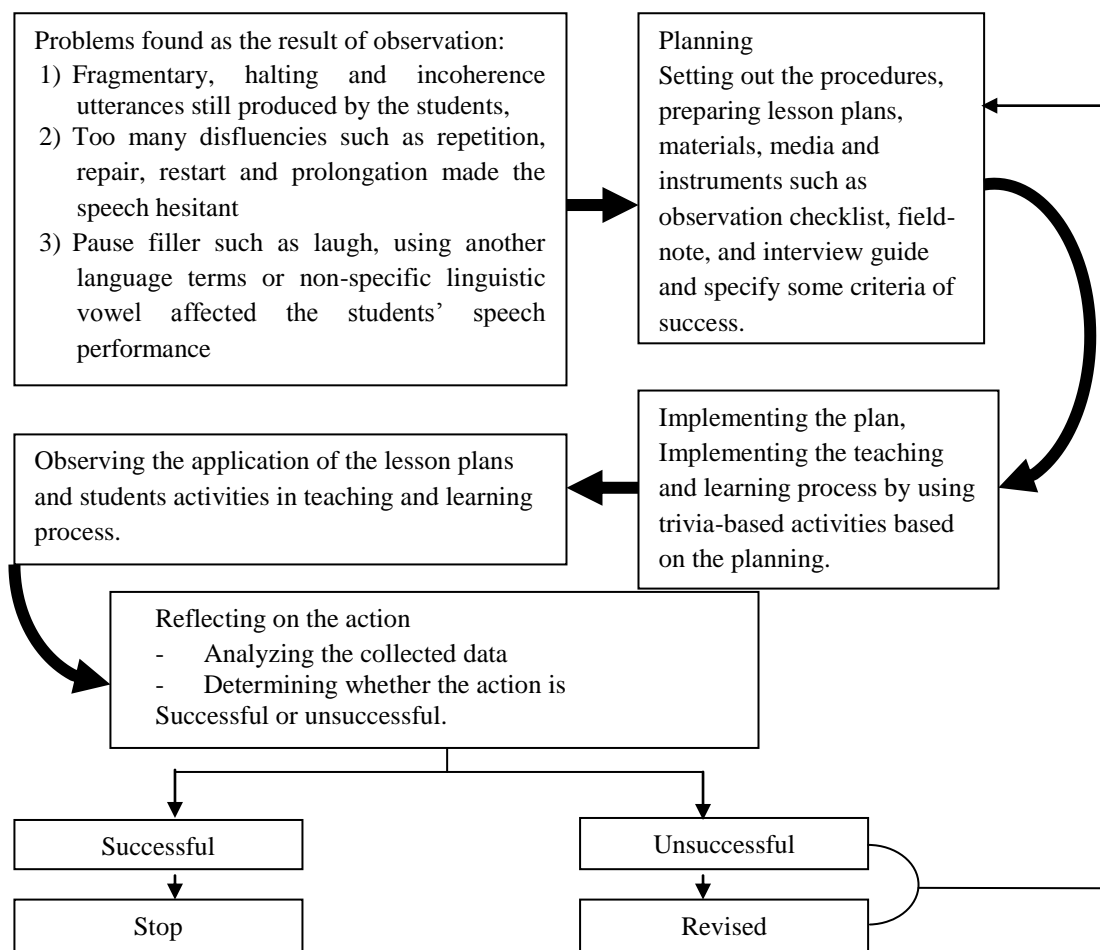
Gregory, Kemmis and Mc Taggart (in Richard, 2000: p.12) mentioned that action research is used to refer the teacher-method classroom investigation which seeks to increase the teachers' understanding of classroom teaching and

learning, and to bring about change in classroom practices. The researcher chose this method action research since by action research he can observe the students closely, analyzing the students' needs, and then adjusting the technique of teaching to fit the need of all students. And then by involved in the research, it means, the researcher can always fit his knowledge of what should be arranged so it can always find better ways for maintaining the problems happened and bringing the changes to the classroom.

Kemmis and Mc Taggart (in Burns, 1999: p.32), states that action research occurs through a dynamic and complementary process that consists of four essential moments of planning, action, observation, and reflection. Each moment could be explained as follows: 1) Moment of planning; 2) Moment of action; 3) Moment of observation, and; 4) Moment of reflection.

Procedure of the research

Figure of Research



Technique of collecting data

Further, Burns (1999: p.79) has categorized the methods of collecting action research data into two broad groupings of observational and non-observational methods. This study focused on the type of methods that are used for his research appropriately. Here they are:

1. Observational Technique

Observation was conducted to describe the class situation before and after the trivia-based activity was implemented in the speaking class. Thus, observation was conducted before the research and during the research. The tools are: a) notes and diaries/journals; b) audio Recording; c) transcription; d) photographs; e) layout and Maps

2. Non-observational Technique

Burns (1999: p.117) mentions that non-observational tools usually in the essence of introspective, that collect personal or individuals accounts of events, attitudes and beliefs. The data may contribute to give a rise to issues that have been anticipated yet by the researchers. Here are the tools: a) interviews; b) documentation; c) tests (pre-test, posttest 1 and posttest 2)

Techniques of Analyzing Data

The data obtained in this research can be categorized into two groups: qualitative and quantitative data. Each kind of data was analyzed using different techniques. The qualitative data included the data obtained from observation, interview, tests transcription, and documentation and were analyzed using Constant Comparative Method (CCM), whereas the quantitative data were obtained from tests and were analyzed using descriptive statistics.

Therefore, the researcher not only analyzed the data qualitatively but also quantitatively to prove the validity of the data. He will use evaluation test divided into pre-test, the first post-test and the second post-test to find the mean score of students' level of speaking fluency.

Transcription and Computer Processing the Speech Samples

Kormos and Dennes (2004), Mead (2005) and also Jamatlou (2011) use this opportunity to benefit them in assessing and measuring the temporal variables of recorded speech samples on their researches. The data taken from the students is in format of voice recorded data. As the first time the data is in *.amr* format in which it is a popular format of voice or sound recording. However, the researcher needs to convert the source data from *.amr* into popular format of sound as *.mp3* through the use of Format Factory 2.9 (in Microsoft Windows Seven Operating System) so it can be recognized by the Adobe Audition CS 5 software.

With Adobe Audition CS 5 software makes it possible to convert the acoustic signal audio into an *oscillograph*, visualizing sound as a continuous wave pattern on which any segment can be highlighted and matched with the corresponding recording. Accuracy through thousandth of a second can be achieved on this software, though this is necessary only for detailed phonetic study.

The data will transcribe manually with the punctuation, including all parts of words and complete words articulated by the speakers identified by close listening several times for each sample. The detailed transcription including filled pause as “ee”, “mm”, etc. and also syllable or word prolongation or filled pause prolongation. The other element such as silence (silent pause), repair, and also repetition will be written on the transcription.

Result and Discussion

Cycle 1 was implemented in several stages: planning, acting, observing and reflecting. The acting and observing was conducted in the same time. It was in five meetings. The plan was designing the speaking tasks through the implementation of trivia-based activity as the collaborated material with genre texts as teaching aids in speaking class.

The combination between trivia-based activities with kind of activities in the cycle 1 has created better classroom situation. The content of trivia led the

students into larger range of topics in the classroom in order to made the students easily responding questions, focused only to the content of the message while communicating, built the students' motivation in talking when they got tired of talking something usual, and also built the students' confidence in speaking since they talked about something fact or real and related to their life.

Another improvements can be seen in the table of speaking fluency score comparison between the pretest and the first posttest as follows:

Table of speaking fluency score comparison between pretest and posttest 1

NAME	FLUENCY MEASUREMENT													
	Speech Rate (syl/min)		Articulation rate (art/min)		Phonation time ratio (%)		TN Silent of Pause (sp/min)		MLP (s/p)		TN of Pause Filler (PF/min)		TN Dys- fluency (dys/min)	
	PRE	POST I	PRE	POST I	PRE	POST I	PRE	POST I	PRE	POST I	PRE	POST I	PRE	POST I
ATIKA	105.14	150.01	177.05	223.71	63.42	72.03	29.86	33.34	0.74	0.50	6.89	11.11	5.61	8.73
CATUR	75.72	82.84	115.47	148.49	73.86	61.84	26.88	27.36	0.59	0.84	10.88	8.99	14.07	4.87
DIDIN	102.39	111.96	149.93	182.87	75.08	69.88	23.66	34.41	0.63	0.53	13.27	14.20	21.01	16.93
ENDANG	81.72	121.79	164.09	206.60	57.11	64.12	33.13	26.84	0.78	0.80	12.31	10.97	12.31	12.69
GESIT	75.08	70.77	133.44	147.95	61.07	43.94	19.76	29.28	1.18	1.15	6.42	5.69	3.46	6.91
LARAS	51.85	60.75	88.54	211.69	63.20	30.12	25.51	18.87	0.87	2.22	3.29	3.02	6.58	6.79
MILA	149.93	172.83	223.52	236.36	76.91	77.23	28.58	19.86	0.48	0.69	12.31	11.41	11.87	13.04
NURITA	98.11	132.62	204.10	247.43	51.94	56.78	29.10	33.22	0.99	0.78	9.56	9.26	4.57	3.81
RIFKI	79.74	87.19	160.28	193.18	52.26	46.97	19.97	35.35	0.96	0.90	3.48	3.53	2.41	1.77
YULI	130.06	131.89	196.65	193.30	70.72	74.98	25.68	24.24	0.68	0.62	9.67	14.45	5.67	3.73
MEAN	94.97	112.27	161.31	199.16	64.56	59.79	26.21	28.28	0.79	0.90	8.81	9.26	8.76	7.93

From those explanations above, the writer also completed the analysis of the posttest 1 by calculated the mean score of each variable in order to get easier while monitoring the students' progression in the level of speaking fluency. According to mean score as written in the table 4.12 above, some improvements made by the students in the level of speech rate, articulation rate and also the total number of dysfluency per minute. These improvements however is still not significant since there were also some score degradations made by the students, for example in phonation time ratio, the total number of silent pause per minute, the mean length of silent pause and also the total number of pause filler per minute score. Therefore, the researcher concluded to continue the research to the next cycle, the second cycle.

In the second cycle, added some new activities to gain the students interest and motivation for being actively participating in the activities given, and

also did some revision dealing with the procedure that hopefully can easily be understood by the students though it is new activities for them. Some of new activities were simulation, oral presentation, and debate activity. The goal in gaining the students motivation was because there were still some students not present in some meetings as seen in the previous cycle.

In the second cycle, the students' behavior in class situation dramatically changed. The implementation of new modification of the new activities successfully entertained and increased the students' motivation and interests in participating in every activity. The improvements were also occurred on the students' level of speaking fluency. Their utterances though still sometimes filled with silent and pause fillers, there were no halting, fragmentary or even disjointed utterances. The content of the message delivered successfully made the utterances produced understandable easily by the listener. Though still hesitant, some students gained in normal speed while the other students expertly gained fast speed in speaking. It can be seen by the researcher when the students had teamwork activities that led them into exchanging ideas, questioning, responding and answering question. Another improvements made by the students that got the researcher's attention was the students sometimes reminded the lecturer about the given homework and also when the students presented their ideas before the lecturer had to point them one by one. It means that the class situation had changed into better situation than happened in the previous cycle.

Table of speaking fluency score comparison between posttest 1 and posttest 2

NAME	FLUENCY MEASUREMENT													
	Speech Rate (syl/min)		Articulation rate (syl/min)		Phonation time ratio (%)		TN Silent of Pause (sp/min)		MLP (s/p)		TN of Pause Filler (PF/min)		TN Dys- fluency (dys/min)	
	I	II	I	II	I	II	I	II	I	II	I	II	I	II
ATIKA	150.01	146.63	223.71	202.12	72.03	75.75	33.34	33.91	0.50	0.43	11.11	5.98	14.29	6.98
CATUR	82.84	142.83	148.49	208.19	61.84	71.81	27.36	32.03	0.84	0.53	8.99	6.67	1349	6.67
DIDIN	111.96	172.72	182.87	224.10	69.88	79.63	34.41	26.88	0.53	0.45	14.20	4.85	24.58	15.86
ENDANG	121.79	128.41	206.60	219.67	64.12	62.49	26.84	38.77	0.80	0.58	10.97	8.88	14.14	14.54
GESIT	70.77	114.47	174.95	188.39	43.94	61.69	29.28	35.04	1.15	0.66	5.69	1.75	10.57	7.01
LARAS	60.75	166.91	211.69	244.92	30.12	44.61	18.87	43.01	2.22	0.77	3.02	3.44	7.54	14.63
MILA	172.83	227.73	236.36	273.01	77.23	85.73	19.86	19.00	0.69	0.45	11.41	6.01	17.34	5.07
NURITA	132.62	183.07	247.43	269.19	56.78	70.78	33.22	30.65	0.78	0.49	9.26	7.71	6.54	3.85
RIFKI	87.19	170.83	193.18	213.77	49.97	80.76	35.35	29.83	0.90	0.39	3.53	1.81	2.95	2.71
YULI	131.89	181.60	193.30	216.38	74.98	84.00	24.24	22.93	0.62	0.35	14.45	5.58	9.79	5.58
MEAN SCORE	112.27	163.82	199.16	225.97	59.79	71.73	28.28	31.21	0.90	0.51	9.26	5.27	7.93	8.29

According to the table of speaking fluency score comparison above, it mentioned some improvements dealing with the score speech rate, articulation rate, phonation time ratio, mean length of run, and also the total number of pause fillers per minute. The improvement characterized by the students were able to manipulate the time spent for speaking in order to reduce the frequency of silent pause, pause filler, and also dysfluency that usually produced in spontaneous speech. The students also able to produce more units of syllable, used the time spend for speaking to deliver the content of their thought bravely. Through the use of readymade expressions the students had the opportunities to fulfill the time spent with talk. The last improvement dealing with speaking fluency is by creating short turns in communication for the students, it led the students into better questioning, responding, answering question and also in exchanging ideas.

Conclusion and Suggestion

The finding of the research question is focused of the research. The research question is: how does trivia-based activity improve the students speaking fluency of the university level of students. The implementation of trivia-based activity as a new technique in speaking class comes as a fresh air for the students especially in improving students' speaking fluency. The idea comes since trivia-based activity can be used as an umbrella terms that can also be mixed with kind of techniques in teaching speaking. The lecturer can easily modified any kind of teaching techniques and then mixed it with trivia-based activity that will lead into better situation of teaching and learning activity. Through trivia-based material which led the students into free or guidance conversational activity, it had helped the students for better speaking performance through the use of readymade conversational expressions to fulfill the time spent with talk.

The next is trivia deals mainly with facts; it leads the lecturer and students into wide range of topics. So when the students found a dead way of talking something, they can drive the topics easily to another topic. As stated by Crawford (2002), sometimes the problem is the teachers or lecturers simply not knowing what learners are interested in talking about. Through trivia-based

activity, students are accustomed to speak spontaneously and naturally since it deals mainly with facts so it is ideal for introducing factual background of information of a subject while also familiarizing the key vocabularies item of a subject.

The third conclusion of using trivia in teaching speaking fluency is as trivia bring the students into the nature of asking, responding, and answering and also exchanging ideas activities. Through the short turns activities like questioning, responding, answering and exchanging ideas, the focus is on the content of the message, not on the lexical items or the grammatical form; it led the students to be confident in delivering what they want to express. The goal is how to successfully deliver what they need to say and how to make the listener understand about the content of the message. Completely the students were able to communicate spontaneously, smoother, and acceptable. The improvements can be seen as the mean score of temporal variables tested by the researcher successfully lifted up.

Having concluded the result of the research, the researcher would like to propose some suggestions for the English teacher or lecturer as the second language educator, the Institutional of Education, and also for the other researcher. The suggestions are described as follow:

1. For the English teacher/lecturer
 - a) Trivia-based activity can be used in order to increase the students' interests and motivation in joining the teaching and learning activities.
 - b) It is an important thing for the teacher to create an enjoyable situation of teaching and learning process in order to make the students eager to improve their English mastering skill.
2. For the Institutional of Education
 - a) Trivia-based activity can be included as one of attractive techniques in teaching and learning language process in order to improve students' language skill and also the process of teaching language.

b) Institution of Education should be completed by the facilities for example a modern English laboratory in order to support the teaching and learning process especially in learning English so that the teaching and learning process can run effectively.

3. For the other researcher

It is expected that the findings of this study will be used as the research resource of the future research on the similar or non similar problem. There are many other techniques of teaching that can be taken as the objects of the research.

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